DOCUMENT RESUME

ED 190 734 UD 020 852

AUTHOR	Beckum, Leonard C.: And Others
TITLE	Technical Assistance: A Guide for Planning, Delivering, and Evaluating Services to School Districts.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 77
CONTRACT	391-75-0005
NOTE	39p.: Not available in paper copy due to print color of original document. Developed by Project STRIDE.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Cooperative Planning: Elementary Secondary Education: *Guidelines: Long Range Planning: Racial Discrimination: *School Desegregation: School Districts: Sex Discrimination: *Technical Assistance

ABSTRACT

This guide outlines the procedures used by STRIDE (Service, Training, and Research in Desegregated Education) to plan, deliver, and evaluate technical assistance services to school districts. STRIDE provides services directed toward assisting school districts in reducing or eliminating the effects of racial and sexual discrimination and isolation. The purpose of this guide is to enable STRIDE staff members and client school districts to cooperatively develop and implement a long-range plan for continuous, systematic assistance. The introduction to the guide describes the operational principles and techniques developed by STRIDE. The second section outlines a 12-step planning process, and the third section describes evaluation. A conclusion is followed by appendices containing guidelines and checklists for the reports, interviews, and reviews undertaken during the planning process. (Author/MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED190734

TECHNICAL ASSISTANCE

A GUIDE FOR PLANNING, DELIVERING, AND EVALUATING SERVICES TO SCHOOL DISTRICTS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Far West Lab. for Educ. Research & Dev.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Leonard C. Beckum
Alvin Leon Taylor
Stanley H.L. Chow
Henry A. Banks
Oscar J. Uribe, Jr.

UD020852

STRIDE--Service, Training, and Research in Desegregated Education
Far West Laboratory for Educational Research & Development
San Francisco, California 94103

The activity that is the subject of this report was supported in whole or in part by the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education and no official endorsement by the United States Office of Education should be inferred.

The material reported herein was developed under contract C 391-75-0005.

FOR

A General Assistance Center
Public Law 88-352 Civil Rights Act of 1964
Title IV "Desegregation of Public Education"
Section 403 "Technical Assistance"

Far West Laboratory for Educational Research
and Development
1855 Folsom Street
San Francisco, California 94103

Dr. Leonard C. Beckum, Director
Dr. Alvin Leon Taylor, Associate Director
Dr. Oscar Uribe, Jr., Associate Director

Copyright (c) 1977 Far West Laboratory for Educational Research and Development. Copyright for these materials is claimed only during the period of development and evaluation, unless authorization is granted by the United States Office of Education to claim copyright also on the final materials. For information on the status of copyright claim, contact the General Assistance Center.

June, 1977

To fail to plan is to plan to fail.

PREFACE

This guide outlines the procedures used by STRIDE to plan, deliver, and evaluate technical assistance services to school districts. STRIDE is a General Assistance Center funded by the United States Office of Education under Title IV of the 1964 Civil Rights Act. The services, which are provided at the request of school districts, are directed toward assisting school districts in reducing or eliminating the effects of racial and sexual discrimination and isolation. Based in offices in San Francisco and Los Angeles, STRIDE currently serves more than 90 school districts in California, Nevada, and Arizona. It has been in operation since 1974.

The purpose of this guide is to enable STRIDE staff members and client school districts cooperatively to develop and implement a long-range plan for continuous, systematic assistance, instead of merely reacting to problems on an ad hoc basis. The procedures presented here have been developed and tested by STRIDE during three years of field experience. We believe that they may also be useful to other service organizations that provide assistance to school districts or other agencies.

The introduction to the guide describes the operational principles and techniques developed by STRIDE. The second section outlines a 12-step planning process, and the third section describes evaluation. A conclusion is followed by appendices containing guidelines and checklists for the reports, interviews and reviews undertaken during the planning process.

CONTENTS

Introduction 1

Planning Procedures 7

Evaluation of Services 17

Conclusion 21

Appendices 23

INTRODUCTION

The effective delivery of technical assistance services to school districts is governed by management principles. The procedures outlined in this guide reflect the application of principles that have been field tested by members of STRIDE staff for the past three years.

Our field experience has shown that the most beneficial technical assistance to districts incorporates these principles. They are as follows:

1. The development of a service delivery plan with appropriate objectives, activities, milestones, and outcomes is essential for the operation of a service program.

2. The service delivery plan should be developed in close collaboration with school administrative staff and with explicit support and endorsement from the district superintendent.

3. The service delivery plan should be reasonably long-range to allow the effect of the activities in the plan to be demonstrated.

4. The service delivery plan should be developmental in nature; that is, the services should be staged to match the growth process within the district.

5. Resources for providing services should be coordinated between the service organization and the district to maximize the efficient use of time and level of effort.

Two techniques that STRIDE has found to be valuable in carrying out these principles are a team approach to the planning and delivery of field services and a needs analysis initiated early in the planning process. These techniques are discussed below.

Team Approach to Field Services

The team approach developed by STRIDE is based on joint planning by the GAC and school districts it serves, pooling of resources among GAC staff members, and objective, multidisciplinary review of planning and implementation decisions. Developed to ensure the most productive use of GAC staff expertise and the most effective interaction with school districts, it is directed toward providing continuous onsite assistance, developing district commitment to long-range planning, and assisting the district in attaining self-sufficiency.

STRIDE provides technical assistance through two kinds of teams: content teams and service teams. The content teams contain three or more staff members, known as program associates, with expertise in the same content area. They provide school districts with technical assistance in each of the GAC's five content areas: administrative services, curriculum revision and development, staff training, community relations, and sex desegregation. Content teams also provide information and resources to individual program associates and service teams when necessary.

The service teams consist of four or five staff members representing all content areas. In addition to providing designated school districts with cross-content technical assistance when needed, they review the needs analyses and service delivery plans prepared by program associates during the planning process described in the next section. This procedure provides objective, multidisciplinary monitoring and development of plans. Depending on the nature and extent of requests from a school district, a service team may also include representatives from STRIDE's Information Service Center, members of the evaluation staff, or outside consultants.

STRIDE's administrative team, which consists of the project director, the associate directors, and the project fiscal coordinator manages and directs the GAC. Members of this team also serve as the coordinators of the content teams and the service teams.

Program associates work with a contact person designated by a school district to form two local teams. The first, known as the district team, works with the GAC to identify needs. The second, called the needs analysis team, works with the GAC to prepare the district's service delivery plans. The needs analysis team can be either a separate team or the original district team with additional responsibilities. These teams, which usually include district administrators, school principals, teachers, students, and community representatives, ensure that needs are accurately identified and that service delivery plans are appropriate and feasible.

The STRIDE staff is organized into three service teams, each serving a designated geographic area, and five content teams. Each program associate is a member of one service team and at least one content team; some program associates work in two content areas. This configuration is illustrated

CONTENT TEAMS		SERVICE TEAMS		
		Leonard Beckum Service Team Coordinator	Alvin Taylor Service Team Coordinator	Oscar Uribe Service Team Coordinator
	Leonard Beckum Content Team Coordinator Staff Training	Sandra Long Program Associate Staff Training	Bill De La Torre Program Associate Staff Training	David Patterson Program Associate Staff Training
	Alvin Taylor Content Team Coordinator Curriculum Services	Wayne Rosenoff Program Associate Curriculum Services	Luiza Amodeo Program Associate Curriculum Services	Tamara Altman Program Associate Curriculum Services
	Alvin Taylor Content Team Coordinator Sex Desegregation	Cynthia Stateman Program Associate Sex Desegregation	Marjorie Stern Program Associate Sex Desegregation	Barbara Schonborn Program Associate Sex Desegregation
	Oscar Uribe Content Team Coordinator Administrative Services	Ronald Miller Program Associate Administrative Services	Arnold Bray Program Associate Administrative Services	Sharyn Yoshida Program Associate Administrative Services
	Oscar Uribe Content Team Coordinator Community Relations	Marie Paul Program Associate Community Relations	Lewis Bundy Program Associate Community Relations	Luis Diaz De Leon Program Associate Community Relations

Figure 1. STRIDE Team Configuration

in Figure 1. An organization with a smaller staff would adopt a different configuration but could maintain the same approach by forming content teams to deliver specific services and multidisciplinary service teams to identify needs, plan, and deliver services to districts.

Needs Identification and Analysis

The development of a service delivery plan is based on systematic identification and analysis of a district's problems or needs. This procedure, which is outlined in the following section, is introduced early in the planning process and is undertaken jointly by the district teams and GAC staff members.

Needs identification and analysis contribute to the effective delivery of technical assistance in the following ways: this process initiates and encourages cooperative planning and implementation between the GAC and client school districts, thereby increasing the probability that desegregation activities will be successful. It ensures that services rendered are designed to respond to existing needs and tends to avoid mistargeting of services. In addition, it facilitates a comprehensive evaluation of the impact of GAC services on desegregating school districts. Finally, needs identification and analysis offer a form of documentation that is rarely available in the area of desegregation.

PLANNING PROCEDURES

The program associate is the key link between the General Assistance Center and school districts. Each program associate is designated as the primary contact with several specific districts, and is responsible for obtaining information about school needs from school and community representatives and for working with districts and the service team to translate needs statements into service delivery plans.

To assist school districts efficiently by engaging them in cooperative planning, STRIDE has developed the 12-step process that is described below. A flowchart depicting the sequence of operations is provided in the centerfold of this guide.

As the program associate moves through the 12 steps, he or she submits a series of reports together with copies of all correspondence between the GAC and districts to his or her service team coordinator. All reports should be comprehensive but succinct. Guidelines to assist the program associate in the preparation of reports can be found in the appendices to this guide.

The form entitled District Status Report, shown in Figure 2, assists the GAC staff in keeping current with the progress of all districts assigned to an individual program associate. Each program associate lists the districts to which he or she is assigned as the primary contact in the left-hand column of the grid. As each step is completed the program associate records the completion date in the appropriate cell. This

report is submitted to the service team coordinators on a quarterly basis.

STEP 1. Review of Past Needs and Activities

The program associate becomes familiar with the past needs of each assigned school district and with the nature of GAC services previously provided by examining GAC records and obtaining additional information from other program associates who are familiar with the district. Additional information about other services provided to the district may be obtained by contacting local, state, and federal agencies. After this review, the program associate prepares Report 1, specifying the following:

1. the needs previously identified by representatives of the district;
2. the degree to which the district has previously used GAC services (e.g. consultants, workshops, the Information Service Center);
3. current needs, insofar as they are evident;
4. the extent to which services are desired;
5. a recommendation as to whether further activities are necessary to identify district needs and determine their location (i.e., throughout the district or at a particular school or schools).

If the program associate determines, on the basis of all available information, that further needs identification and location activities are unnecessary for this district, he or she submits Report 1, together with any supportive documentation to the administrative team.

DISTRICT STATUS REPORT

PA Name _____ Date _____

DISTRICT \ STEP	1	2	3	4	5	6	7	8	9	10	11	12

Figure 2. District Status Report

If the program associate determines that further needs identification and location activities are necessary, he or she submits Report 1 to the service team coordinator and proceeds to Step 3.

Guidelines to assist the program associate in preparing Report 1 are provided in Appendix A.

STEP 2. Review with Administrative Team

Review with the GAC's administrative team is a step that is taken only if the program associate determines that there is sufficient information about local needs to obviate the necessity of interviewing district personnel. If the administrative team concurs with the program associate's recommendation, he or she proceeds to Step 7 and organizes the needs analysis team. If the administrative team dissents, the program associate moves to Step 3.

Guidelines to assist the administrative team in conducting this review are provided in Appendix B. Members of the administrative team use the Rating Scale for Needs Identification and Location Information provided in Appendix C to make independent ratings of the substantiation of the information in the report.

STEP 3. Organization of District Team

The program associate and the district contact person organize a district team to obtain additional information about local needs. Members of the district team should include central staff, building principals, teachers, students, and community representatives.

A meeting is scheduled for the needs identification and location interview.

STEP 4. Needs Identification and Location Interview

The program associate conducts a needs identification and location interview with the district team. The purpose of this interview is to identify the general needs of the district and to determine whether the concerns are district-wide or localized at a particular school or schools.

The program associate summarizes the interview in Report 2 and submits the summary to the service team coordinator following the interview.

Guidelines for conducting interviews with school district personnel and preparing Report 2 are provided in Appendices D and E respectively.

STEP 5. Review by Service Team

The service team reviews both Reports 1 and 2 to determine the nature and location of the identified needs. Using this information, the service team assists the program associate in making a decision about the focus of the GAC's efforts with the district for the year.

In reviewing the validity of the information, members of the service team use the Rating Scale for Needs Identification and Location Information provided in Appendix C.

STEP 6. Report to District Team

The program associate sends the district team a letter, Report 3, describing the GAC's perception of the nature and location of the needs.

One week after the letter has been sent, the program associate telephones the district to obtain consensus on the nature and location of needs.

If the district concurs with the GAC, the program associate moves to Step 7. If the district dissents, the program

associate and the service team review Reports 1 and 2 and any new information submitted by the district to arrive at a specification of needs that is mutually acceptable to the district and the GAC.

STEP 7. Organization of Needs Analysis Team

Depending on whether the needs are district-wide or located at a particular school, the program associate organizes either a district or school needs analysis team. This team should include district or school personnel who have a thorough understanding of the needs and are in a position to support and implement solutions. Members of the district team may also serve as members of the needs analysis team. The team should always be composed of school or district personnel who are knowledgeable about the needs.

A meeting is scheduled for the needs analysis interview.

STEP 8. Needs Analysis Interview

The program associate conducts an extensive interview with the needs analysis team. The purpose of this interview is to obtain a thorough understanding of district or school needs that will enable the service team and the needs analysis team jointly to formulate a service delivery plan to alleviate or eliminate the needs.

The program associate summarizes the interview in Report 4 and submits the summary to the service team coordinator following the needs analysis interview.

Guidelines for conducting interviews with school district personnel and preparing Report 4 are provided in Appendices D and E respectively.

STEP 9. Formulation of Service Delivery Plan

The program associate meets with his or her service team to review Report 4, discuss the district's needs, and to identify GAC and other resources that can be used to meet the district's objectives.

Following this discussion the program associate prepares a draft of the service delivery plan, Report 5, specifying goals, performance objectives, activities, GAC staff participation, consultants, district audience, cost estimate, activity timeline, evaluation procedures, and cost sharing arrangements with the district.

The draft plan is reviewed with the service team coordinator.

Guidelines for developing service delivery plans are provided in Appendix F. Activity Timeline and Evaluation Plan forms are provided in Appendices G and H respectively.

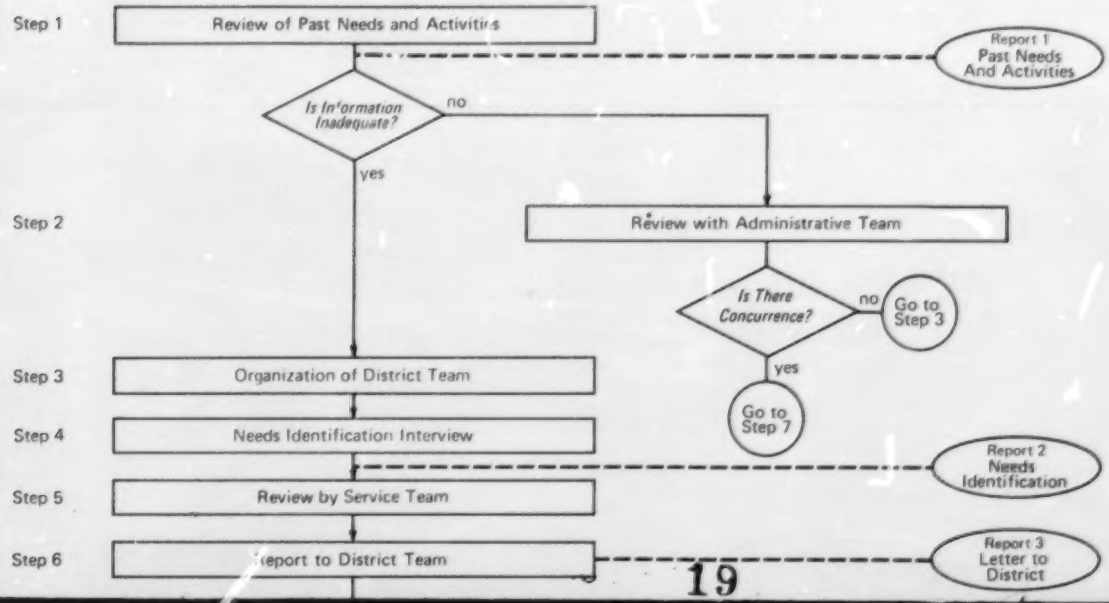
STEP 10. Review by Service Team Coordinator

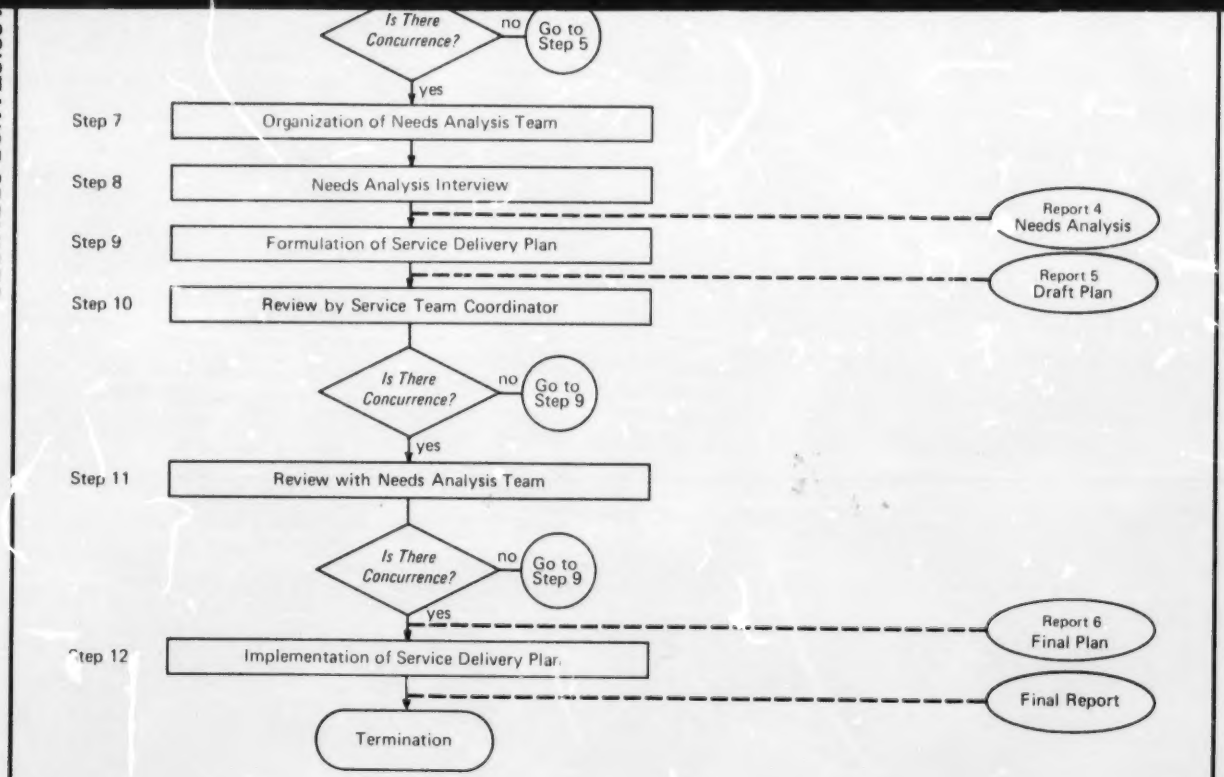
The original service team coordinator submits the draft service delivery plan to the coordinator of another service team for review. This review is a quality control procedure that ensures consistency and standardization of our services.

If the draft plan is approved, it is returned to the program associate for review with the needs analysis team. If the draft plan is not approved, it is returned to the original service team for further refinement.

Guidelines to assist service team coordinators in reviewing service delivery plans are provided in Appendix I. Service team coordinators use the Evaluation of Service Delivery Plan checklist provided in Appendix J to provide feedback to program associates regarding the comprehensiveness, appropriateness, and feasibility of their service delivery plans.

TECHNICAL ASSISTANCE SERVICES




Is There Concurrence?
no
Go to Step 5
yes
Step 7
Organization of Needs Analysis Team
Step 8
Needs Analysis Interview
Report 4 Needs Analysis
Step 9
Formulation of Service Delivery Plan
Report 5 Draft Plan
Step 10
Review by Service Team Coordinator
Is There Concurrence?
no
Go to Step 9
yes
Step 11
Review with Needs Analysis Team
Is There Concurrence?
no
Go to Step 9
yes
Report 6 Final Plan
Step 12
Implementation of Service Delivery Plan
Final Report
Termination

STEP 11. Review with Needs Analysis Team

The program associate meets with the needs analysis team to review the draft service delivery plan. During this review the program associate discusses the plan in detail and asks for the comments of the team members.

If the needs analysis team concurs with the GAC, the program associate moves to Step 12 and begins to implement the service delivery plan. If the needs analysis team dissents, the program associate and the service team review the information at Step 9. The needs analysis team and the program associate negotiate a revised service delivery plan with the assistance of the service team.

When the plan has been accepted, the program associate prepares a final version, Report 6, and submits it to appropriate district personnel. A copy of the final plan is filed with the service team coordinator.

STEP 12. Implementation of Service Delivery Plan

The program associate assists the district in the implementation of the service delivery plan. The nature of the program associate's participation in the plan is contingent on the specific activities of the plan.

The program associate keeps the service team and content teams informed of progress, assures that others participating in the plan execute their responsibilities with dispatch, participates in the evaluation of services, and contributes a summary of the total process for each district for inclusion in the GAC's final report.

EVALUATION OF SERVICES

STRIDE views the evaluation of service programs as having two possible purposes: to improve existing service delivery systems and to demonstrate that the services have an effect in improving the desegregation/integration process.

Technical assistance programs must be concerned with improving internal operations to increase effectiveness. This concern was addressed by the Rand Corporation in its 1976 report to the United States Office of Education on the operation of Title IV programs.[1] The Rand Corporation described current operations and evaluated them in a way that would assist federal officials in improving program functions. The authors reasoned that it was probably not possible statistically to isolate the role of Title IV from that of other federal, state, and local programs in addressing desegregation-related needs. In some circumstances--for example, when the local political climate and school conditions are complex and constantly changing--the above approach may be the only feasible way to evaluate service programs. This approach assumes that the technical assistance provided by the service agency has merit and emphasizes improving the impact of the services.

Evaluation based upon the second purpose, on the other hand, does not take the worth of services as a given; in fact, it

---

[1] *Title IV of the Civil Rights Act of 1964: A Review of Program Operations.* Santa Monica: Rand Corporation, 1976.

attempts to demonstrate worth by assessing the effect of technical assistance in improving the desegregation/integration process. The worth of technical assistance services must be examined in broad terms. In the case of desegregation efforts, a wide array of indicators is relevant to evaluating the worth of services. For example, school and community resistance to desegregation, school staff members' awareness of and attitudes toward racial isolation and sex discrimination, the capacity of a school to cope with and resolve desegregation-related problems, the cognitive and affective growth of students in the desegregated setting, and effects of lost opportunities all influence the effect of the services and the issues that evaluation based upon the second purpose must address.

STRIDE considers both purposes of evaluation to be appropriate and applies them in the evaluation of its services.

Levels of Evaluation

Presently, STRIDE evaluates its service program at three different levels. Concerns related to both purposes of evaluation are addressed at each level.

Level I. At this level, the unit of analysis is the specific activity or service that STRIDE is providing to the schools. The activity or service might be a workshop, consultation, presentation, or work session. Evaluation at this level is objective-based, short-term, and activity-specific. That is, it is concerned with the immediate effect of these activities in relation to their stated objectives. For example, if a workshop is designed to provide knowledge about the effects of racial isolation, what evidence can be provided that it accomplishes that objective? The assessment often occurs during the activity or follows immediately afterward.

Level II. At this level, the unit of analysis is the individual service delivery plan. The plan consists of objectives for a school or district and activities or services designed to accomplish these objectives. Here, the evaluation concern is more formative and long-term. For the duration of its involvement, which is usually a school year or more, STRIDE conducts a biannual assessment of the cumulative effects of STRIDE activities and services. As part of the formative evaluation, STRIDE analyzes the reasons why the implementation of a service delivery plan has been successful, or, if a plan or part of a plan has not been implemented, the reasons why implementation did not take place.

Level III. At this level, the unit of analysis is the STRIDE program as a whole. Here, the concern is to assess the overall effectiveness of STRIDE as a service delivery system. Although formative assessment of system efficiency is a continuous endeavor, indicators of program effect are aggregated on an annual basis. Implicit in this effort is the need to specify improvements in the design and implementation of STRIDE's service delivery methods and strategies for the future.

Evaluation Strategies and Techniques

The evaluation strategies and techniques used vary according to the level of the concerns addressed.

At Level I, evaluation strategies and techniques are generally confined to short-term assessment methods such as the following:

- Embedded testing of knowledge and attitudinal objectives.
- Simulations of skill objectives, if appropriate.
- Nonreactive measures such as attendance records.
- Questionnaires on user satisfaction with services.

°Pre-post testing with both closed and open-ended paper and pencil items.

At level II, evaluation focuses on service improvement objectives using the following methods:

°Case studies of school sites, providing a running account of desegregation activities and interaction among school and STRIDE staff.

°Structured interviews with representative teacher and administrative staff.

°Historical, demographic, and archival information and records used to depict trends in desegregation activities.

°Recording of critical incidents or "crisis" situations and the ways in which schools attempt to resolve them.

°Nonreactive measures such as attendance records, vandalism, repair and replacement rates for school property, and school newspaper features.

°Questionnaires with closed and open-ended items.

At Level III, methods such as the following are used to assess the overall effect of the STRIDE program:

°Recording and accounting of services rendered.

°Aggregation of data from Levels I and II.

°Case studies of districts that use STRIDE services.

°Evaluation by external panels.

STRIDE employs a variety of measures to determine the success of the technical assistance provided, and avoids relying on any single method.

CONCLUSION

This guide has described the procedures that STRIDE has found most efficient and effective in providing technical assistance to school districts. The core of this approach is long-range planning based on systematic identification and analysis of needs, cooperative efforts by school district and GAC representatives, and review of service delivery plans by both GAC and district personnel. We believe that these procedures can be used or modified for use by other service organizations.

Although we believe that this approach is the most productive method of providing assistance, STRIDE does not limit its services to activities that have been planned under these procedures. STRIDE also readily provides immediate assistance in response to emergencies, short-term problems, and situations in which school districts are unable or unwilling to follow these procedures.

APPENDICES

A. Guidelines for Preparation of Report 1

B. Guidelines for Review by Administrative Team

C. Rating Scale for Needs Identification and Location Information

D. Guidelines for Interviews with District Personnel

E. Guidelines for Preparation of Reports 2 and 4

F. Guidelines for Service Delivery Plan

G. Activity Timeline

H. Evaluation Plan

I. Guidelines for Review by Service Team Coordinator

J. Checklist for Evaluation of Service Delivery Plan

Appendix A

GUIDELINES FOR PREPARATION OF REPORT 1

1. What needs has the district identified in the past?

2. What GAC services has the district used in the past?

3. What current needs are evident? Has the school district conducted a needs assessment, and if so, is it current?

4. What groups are affected by the needs?

5. How critical are the needs?

6. How committed is the district to eliminating or alleviating the needs?

7. To what extent does the district want assistance from the GAC?

8. Are there local desegregation-related activities that could complement the services the GAC can provide?

9. Are further needs identification and location activities necessary?

10. Include additional comments.

Appendix B

GUIDELINES FOR REVIEW BY ADMINISTRATIVE TEAM

1. Is there sufficient information in the Past Needs and Activities Report (Report 1) and accompanying documentation to indicate valid understanding of local needs? Are information sources valid and representative of concerns of diverse groups?

2. Has the school district conducted a thorough needs assessment? How current is the study?

3. Are there clear indicators of the location of needs, e.g., district-wide inservice concerns, school-specific concerns?

4. Are there clear indicators of the pervasiveness of needs; e.g., the number and size of groups affected?

5. Are there indicators of the criticality of the needs?

6. Are there indicators that the school district is committed to some plan of action to eliminate or alleviate the needs?

7. Are there indicators of specific activities generated by the district that complement the services that the GAC can provide?

Appendix C

RATING SCALE FOR
NEEDS IDENTIFICATION AND LOCATION INFORMATION

Guideline Criteria	Substantiation Weak Strong
1. Validity of Information	1 2 3 4 5
2. Local Needs Assessment	1 2 3 4 5
3. Location of Needs	1 2 3 4 5
4. Pervasiveness of Needs	1 2 3 4 5
5. Criticality of Needs	1 2 3 4 5
6. Local Commitment	1 2 3 4 5
7. Complementary Activities	1 2 3 4 5

Figure 4. Rating Scale

Appendix D

GUIDELINES FOR INTERVIEWS WITH DISTRICT PERSONNEL

1. Get acquainted.

   a. Identify yourself and your purpose.

   b. Ask district personnel to identify themselves and to describe their responsibilities.

2. Review past activities.

   a. What GAC services have been previously provided to this district?

   b. How effective has this GAC assistance been?

3. Determine current district desegregation needs.

   a. Does the district have current needs assessment information? What needs does this information describe?

   b. What other needs currently exist?

4. Determine pervasiveness of desegregation needs.

   a. Who are the affected parties?

   b. How many schools are affected?

   c. How has the community expressed its concerns?

   d. How has school staff expressed its concerns?

5. Determine criticality of desegregation needs.

   a. Are there legal requirements and deadlines?

   b. Are affected parties pressing for an immediate solution?

6. Determine district commitment to meeting desegregation needs.

   a. What current activities deal with desegregation needs?

   b. What are the district's plans for using other federal, state or local agencies?

   c. What inservice training activities have been scheduled by the district?

   d. Does the district provide release time for inservice training?

   e. What other resources will the district commit to meet needs?

7. Determine the district's expectations of the GAC.

   a. What services does the district expect the GAC to provide?

   b. What are the desired outcomes?

   c. When does the district anticipate scheduling GAC services?

   d. What are the district's priorities for GAC services?

Appendix E

GUIDELINES FOR PREPARATION OF REPORTS 2 AND 4

1. What members of the district team participated in the interview?

2. How effective have GAC services been in the past?

3. What current needs were expressed?

4. How pervasive are these needs?

5. How critical are these needs?

6. How committed is this team to finding solutions?

7. What current school or district activities deal with these expressed needs?

8. What is the expected outcome of GAC services?

9. What resources (e.g., minimum days, cost sharing arrangements) will the school district commit to achieve its goals?

10. Why does the school district request this assistance? What are the objectives of the proposed activities?

11. What is your assessment of the validity of your information source?

12. Include additional comments.

Appendix F

GUIDELINES FOR SERVICE DELIVERY PLAN

1. What are the goals of this service delivery plan?

2. What activities have been designed to reach these goals?

3. What are the performance objectives for the specified activities?

4. What GAC staff members will be involved in implementing these activities?

5. Will other consultants be required? If yes, who are they? Are resumes on file? Have contracts for these consultants been processed?

6. What is the school or district audience for which this service delivery plan was developed?

7. Fill in the Activity Timeline (Appendix G).

8. Fill in the Evaluation Plan (Appendix H).

9. Elaborate on evaluation design, instruments, and data collection methods and dates.

10. Provide a cost estimate for the implementation of this service delivery plan.

11. Discuss any fee sharing arrangements between the GAC and the school district.

Appendix G

ACTIVITY TIMELINE

PA Name _____ District _____ Date _____

TASKS \ TIME (weeks)												

Figure 5. Activity Timeline

EVALUATION PLAN

PA Name _____ District _____ Date _____

Program		Evaluation		Data Collection	
Objective	Activity	Design	Instrument	Collector	Methods

Figure 6. Evaluation Plan

Appendix I

GUIDELINES FOR REVIEW BY SERVICE TEAM COORDINATOR

1. Comprehensiveness of the Service Delivery Plan

   Does the plan include the following?

   a. A statement of the program goals.

   b. Activities for each performance objective.

   c. A description of planned activities.

   d. Names and roles of those involved.

   e. An activity timeline.

   f. A cost estimate.

   g. A description of any fee sharing arrangements.

   h. An adequate evaluation plan.

2. Appropriateness of the Activities

   a. Are the activities potent enough to achieve the desired objectives?

   b. Are the activities directly related to the target groups?

   c. Do the activities adequately address the needs expressed by the district?

3. Feasibility of the Service Delivery Plan

   a. Is the plan workable from the GAC's viewpoint?

   b. Is the plan workable from the district's viewpoint?

   c. Do the expected benefits justify the cost of implementing the plan?

Appendix J

CHECKLIST FOR EVALUATION OF SERVICE DELIVERY PLAN

1.	Comprehensiveness of Plan		
	a. Statement of goals	Y	N
	b. Performance objectives	Y	N
	c. Activities	Y	N
	d. Names and roles	Y	N
	e. Activity timeline	Y	N
	f. Cost estimate	Y	N
	g. Fee sharing	Y	N
	h. Evaluation plan	Y	N
2.	Appropriateness of Activities		
	a. Potency for achieving objectives	Y	N
	b. Relationship to target groups	Y	N
	c. Adequacy for addressing needs	Y	N
3.	Feasibility of Plan		
	a. GAC's viewpoint	Y	N
	b. District's viewpoint	Y	N
	c. Justification of cost	Y	N
4.	Approval	Y	N

Comments:

Figure 7. Checklist for Evaluation of Service Delivery Plan

ALSO AVAILABLE FROM STRIDE

Publications

School Desegregation and Cultural Pluralism

Local History Handbook

Workshops

Perspectives on School Print Materials

16mm Films

School and Community Working Together for Desegregation

Aides in Desegregated Classrooms

Conflict Resolution: A Workshop

Stereotypes, Learning, and Desegregation

Videotapes

Why Multicultural Education?

Organizing a Multicultural Education Program

Characteristics of the Multi-ethnic Curriculum

Teaching the Concept of Ethnic Culture